

Faith is all all around us,



We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love

We thrive, we grow!

## Wistow Parochial C of E Primary School

Mrs Carla Cox – Head teacher

### Spiritual, Moral, Social and Cultural Development Policy

Document Status			
<b>Date of Next Review</b>	December 2025	<b>Responsibility</b>	<i>FGB</i>
<b>Success Criteria for review completion</b>	Agreed by FGB	<b>Responsibility</b>	<i>Allen Blake - Chair</i>
<b>Date of Policy Creation</b> January 2019	<b>Adapted school written model</b>	<b>Responsibility</b>	<i>Carla Cox - Headteacher</i>
<b>Date of Policy Adoption by Governing Body</b> February 2019		<b>Signed</b>	
<b>Method of Communication (e.g. Website, Noticeboard, etc.)</b>  Website, T drive and Hard copies available upon request			

#### Aims and objectives

At Wistow Primary School we embrace Christian values, our school Golden Values and strive to ensure all children are ready for their next steps as life-long learners and become well-rounded individuals. We strive to create a learning environment

which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning.

Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. We closely link SMSC with our PSHCEE (Personal, Social, Health, Citizenship and Economic Education) scheme of work.

### **Spiritual Development**




Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. As a school, we have devised our own definition of spirituality to support our pupils' development.

### **What does Spirituality mean at Wistow?**

An awareness that there is something other, something greater than the course of everyday events, which includes the relationship of the individual with self, others and the world.

Our children will have the opportunity to have experiences which deepen understanding. These experiences encourage pupils to become aware of their own spirituality. Spirituality is encouraged using the key phrases of:

These key phrases are used in Religious Education, Collective Worship and throughout the curriculum.

	Windows	Open wide to the world - what can you see and experience that makes you think Wow or Ow?
	Mirrors	Reflect upon what you have seen, heard or experienced.
	Doors	Go through into the world and make a difference - what can you do?

You will see these icons in and around school, on displays and in books, they remind pupils to think about these things in all areas of life, school and learning.

### **Our learning environment and curriculum**

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities).

### **Moral Development**

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

### **Our learning environment and curriculum**

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).
- The Golden Values of 'Honesty', 'Respect', 'Resilience' and 'Forgiveness' are explicitly taught and modelled throughout the school, alongside the 'British Values'.

### **Social Development**

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social

development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

### **Our learning environment and curriculum**

At Wistow Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times. We also have a Year 6 buddy system to support our transitioning pupils from preschool to EYFS
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local groups, cluster schools, local sports college, Worship Leaders).

### **Cultural Development**

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

### **Our learning environment and curriculum**

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures (sometimes raising money for people from other cultures/places)
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

### **Monitoring and review**

The planning and coordination of SMSC are the responsibility of the RE/Worship subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC.
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Plans termly staff meetings to explore identified values and the SMSC links that may exist within these.

All subject leaders monitor SMSC as part of their monitoring and feedback to staff to ensure consistency, continuity and share good practice.